



**Australian Government**

# **CUAPRF404 Refine movement skills for performance**

**Release: 2**

## CUAPRF404 Refine movement skills for performance

### Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package.
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 1.0.

### Application

This unit describes the performance outcomes, skills and knowledge required to develop and refine movement skills required in a range of live performance contexts. At this level, performers are constantly refining their technique and expression to produce performances that convey the mood and style of music through movement routines.

This unit applies to performers who are consolidating their career where high level movement skills are required. They could be involved in dance, musical theatre and circus performances. They would usually be performing as members of an ensemble, though some solo work could be expected.

While supervision and guidance are provided in practice sessions and rehearsals, performers are expected to display a high level of motivation and responsibility for themselves and others during live performances.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Performing arts – cross-sector performance

### Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Analyse movement principles	1.1 Identify the range of movement patterns and their associated skills

	<p>1.2 Identify basic performance cues associated with movement patterns and skills</p> <p>1.3 Discuss ways of developing own movement skills with relevant personnel</p>
2. Prepare the body for movement	<p>2.1 Perform basic warm-up and warm-down activities</p> <p>2.2 Apply injury-prevention techniques in preparation</p> <p>2.3 Take common health issues for performers into account when devising own physical conditioning program</p>
3. Practise a range of movements	<p>3.1 Use a range of sources to generate ideas for movement routines</p> <p>3.2 Practise full range of movement patterns using performance cues</p> <p>3.3 Incorporate anatomical alignment principles into movement exercises</p> <p>3.4 Practise controlling balance in a range of positions</p> <p>3.5 Use feedback from others to identify and develop ways to improve own movement skills</p>
4. Develop performance attributes	<p>4.1 Incorporate movement patterns into routines in ways that convey their dramatic intent</p> <p>4.2 Incorporate basic rhythmic structures and musicality into movement routines</p> <p>4.3 Ensure that flow and interaction with other performers are smooth and well-timed</p> <p>4.4 Practise developing a strong sense of individuality and presence in the execution of sequences</p> <p>4.5 Develop techniques for incorporating unseen combinations with speed and verve</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Learning	3.5	<ul style="list-style-type: none"> <li>Seeks feedback and accepts guidance from others</li> </ul>

Reading	3.1	<ul style="list-style-type: none"> <li>Identifies and interprets information from a range of sources</li> </ul>
Oral communication	1.3, 3.1, 3.5	<ul style="list-style-type: none"> <li>Seeks the views and opinions of others</li> <li>Obtains information by listening and questioning</li> </ul>
Navigate the world of work	1.3, 2.1, 2.2, 2.3	<ul style="list-style-type: none"> <li>Follows industry practice in relation to safe movement practice and injury prevention</li> </ul>
Interact with others	1.3, 3.5, 4.3	<ul style="list-style-type: none"> <li>Works collaboratively with others involved in classes and performances</li> </ul>
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5	<ul style="list-style-type: none"> <li>Adopts a logical and methodical approach to the process of refining movement skills for performance</li> <li>Works creatively with music and dance</li> <li>Moves with style and strong stage presence</li> <li>Observes and accurately interprets physical skills</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPRF404 Refine movement skills for performance (Release 2)	CUAPRF404 Refine movement skills for performance (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>